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ABSTRACT

The paper describes the efforts of Stepping Stones Growth Center, a vocational training organization which places persons with developmental disabilities into competitive employment. Two programs within Stepping Stones feature training for boat maintenance and janitorial and grounds maintenance. Placement preparation is described in terms of its four phases: (1) screening, interest inventories, counseling, readiness activities, application preparation; (2) employer targeting, interview techniques, job search activities; (3) individualized job search and placement; and (4) followup activities. The importance of work adjustment skills are noted. Appended materials include an eligibility requirement list, which covers such areas as mobility, hygiene, and social behavior, and a sample pre-employment questionnaire. (CL)

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EMPLOYABILITY PROJECT

the

EMPLOYMENT OF PERSONS WITH DEVELOPMENTAL DISABILITIES

STEPPING STONES GROWTH CENTER

1720 Adeline - Oakland, California 94607
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January, 1985

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EC181383

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ACKNOWLEDGEMENTS

This paper intends to describe Stepping Stone's efforts to place persons with developmental disabilities into competitive employment. The fact that our grant year coincided with the President's Initiative to place 25,000 persons with developmental disabilities into jobs in the private sector gave us additional inspiration to put our ideas into action.

The author wishes to express thanks to Robert Little and Dennis Womack who worked with Stepping Stones clients in job preparation, placement and follow-up support for clients. They developed the techniques and procedures that follow. We especially thank State of California Department of Rehabilitation for granting us a one year demonstration grant to formalize our employment efforts.

INTRODUCTION

Stepping Stones began as a nonprofit after-school day care facility in 1975. Founded by parents of retarded children, the program began with fifteen children and a volunteer staff. Eventually, as the clients reached their teens, staff began to see a need for vocational training. The segregated school that most of them attended offered little in the way of independent living training and vocational skills.

Through CETA funds, Stepping Stones was able to place some of the older teens in on-the-job training positions in the private sector. Jobs included groundskeepers, janitors, bakery assistants, boat cleaners and sail loft workers. Of all the training opportunities, boat cleaning, janitorial and grounds maintenance proved to be the most successful for the young adults.

In 1981, when it became evident federal support for community-based organizations would be diminished and CETA was drawing to a close, the agency saw a need to become partially self supporting by operating nonprofit business enterprises. About the same time the administrative team was urged by professionals in the field of Rehabilitation to add programing for adults. Over the next year Boatworks and CleanSweep were born through the help of CETA grants.

Certified for work adjustment and work activity by the Commission on Accredidation of Rehabilitation Facilities (CARF), we now operate two adult training programs. Boatworks trains adults from ages 18 to over 50 to clean and detail pleasure boats in the San Francisco Bay Area. CleanSweep is a janitorial and grounds maintenance training program for the same population.

About twenty-four clients are currently in training. Disabilities range from mental retardation, emotional disturbances, epilepsy and mild cerebral palsy.

The program for children and youth continues to operate after school and vacations. This program offers independent living, vocational training and work experience. Jobs Training and Partnership Act (JTPA) provides stipends as incentives to learn.

Both of these programs are fully explored in two additional grant products: "Boatworks and CleanSweep, Mobile Work Crews", and "Learning to Work, Transitioning

Youth with Developmental Disabilities". Call or write Stepping Stones for additional information.

JOB OPPORTUNITIES

"Meet our son, the Custodian"

(Adapted from a column by Donald K.White, financial writer for the San Francisco Chronicle, January 20, 1984. Copywrite San Francisco Chronicle, 1984. Reprinted by permission.) Although Mr. White's column was written for the general public, his message is significant for those training persons with developmental disabilities.

Until a few years ago the Department of Labor's computer printouts of hundred of job classifications listed "Janitors and Sextons." Today, the department's computer programmers are more sophisticated.

In the new workplace there are no janitors and sextons, according to the government's statistics. They are "building custodians".

As parents you might not want to raise your children to be janitors or sextons. But if they become building custodians upon leaving school you can hold your head high.

The plain truth is that the job opportunities for people entering the labor market in the next 10 years will be best for those willing to take on what are still considered to be menial jobs.

The job market today is overloaded with professionals. By 1995 we will be living in an over-educated society in relation to the jobs available for graduates. What this means is that millions of young Americans will have to adopt an attitude that is not defeatist but realistic: Minimum expectations, minimum disappointment.

When it comes to jobs, the largest number available in the years ahead, according to Department of Labor projections, will be for building custodians, cashiers in supermarkets and fast food outlets, secretaries, general office clerks and sales clerks. None of these jobs requires anything more than a high school diploma. Or less.

But when it comes to the high technology industries - touted as the wave of the future in the U.S. economy - no high-tech occupations are among the top 18 in the department's job growth patterns.

In the years ahead, mothers and fathers may no longer be able to brag about "our son the lawyer, or our daughter the doctor". Instead they'll talk about "our son, the cashier at McDonald's, our daughter, the building custodian at Bank of America".

PLACEMENT PREPARATION:

The long range goal for all of our trainees in Boatworks and CleanSweep is competitive employment. The work adjustment instructor and crew supervisors work with trainees to get them ready to seek competitive work. As a client reaches 50% or higher in his production rate, and other factors such as motivation, independent travel, and desire to work are also present, he is "graduated" into the first phase of our pilot project, "Employability".

Through a grant from State Rehabilitation, the informal job placement activities we have been offering our own clients over the last two years have now been expanded to include clients referred by Rehabilitation counselors. In addition, the top 3% of the workforce in two large sheltered workshops operated by our local Association for Retarded Citizens have also been targeted to be referred for placement.

The program operates in four phases:

1. Screening, interest inventory, counseling, readiness activities, preparing an application.

2. Targeting employers, interview techniques, job search activities.

3. Individualized job search and placement.

4. Follow-up activities.

In order to determine job readiness, the job developer developed an eligibility requirement list he prefers to administer in person during an interview with the potential client. If the client is presently enrolled in a workshop, a visit is made to observe him at work, interview his supervisors, and case manager. If the client is without a program, he is asked to come to Stepping Stones for the interview. This begins the process of getting to know the person's abilities to get to a new place by public transportation, and his responsiblity to keep an appointment on time. The eligibility list is included in the appendix.

Often a case manager does not understand the requirements for entrance to our program. Due to large case loads and enthusiasm for a client, she may try to "push" someone into the program who is not job ready. Under the State grant we are only funded for 120 hours per client for the whole package of services from intake to follow-up. For that reason, we do not have time to provide vocational training, travel training, or basic independent living skills training.

We check out the home environment carefully on the eligibility list. We want to make sure the home environment will not interfere with the job search. Are family members or Board and Care operators supportive? If we find too many exterior problems we refer them to the case worker for remediation. If a person is not judged ready for employment, the job developer confers with the case worker and the consumer to explain the reasons he was not accepted. If vocational training is needed, he could be referred to Boatworks or CleanSweep, or another appropriate program.

PHASE I

The first classroom phase consists of 40 hours. A group of five job seekers enrolled at any one time seems ideal. The group motivates each other and lends encouragement as individuals move out to seek jobs. Most clients enrolled so far have had some work history, including sheltered workshop or volunteer experience.

Classes are held twice a week, for six hours a day. Lunch and coffee breaks are taken when attention lags. Approximately one month is spent in preparation activities. From the first day clients are expected to show up on time, look good, and participate fully in all activities. As Richard Bolles' What Color is Your Parachute stresses: when out of work, looking for a job is your job.

The instructor makes sure the clients understand the importance of what the employer is looking for. Job skills certainly count, but job retention and advancement depend more on attitude and adjustment.

Required Behavior for Mainstream Employment

1. Socially acceptable behavior on the job
2. Appropriate dress
3. Basics in job skills and attitude

a. follow directions

b. follow sequential directions

c. takes criticism

d. is punctual

e. physical capabilities to do work

f. good work behavior

4. Good initiative, self starter

5. Can self transport

6. Notifies office if ill, or detained

The first phase concentrates on all of the above attributes. In addition, each enrollee develops a sample application, including references, that he can use as a guide when interviewing. Information covered includes:

Emergency information

Telephone usage

List of work experience

Educational history

Social Security number

W-4 form, how to fill out

References

Skills, qualifications

Dealing with limitations

During the first week, an Interest Inventory is administered. Each person is asked to limit his job interests to only three. In that way, choices are narrowed, and clients forced to become more realistic in their ambitions. The choices are discussed, and ranked 1,2,3. The form is found in the appendix.

The necessity of preparing a resume for most blue-collar job seekers is debatable. More useful is a completed standard application form that includes the important

information any employer will want. We use the "Tops Form 3285 (Revised)" found in the Appendix. For persons without reading and writing skills, a copy of the completed application can be given to the interviewer, eliminating the problem of taking it home to have someone fill it out.

The master application can be turned into a resume, and targeted to specific jobs further on in training. A great deal of time is spent on developing a job history. At least three references are also secured. Letters from former employers, teachers, or other character references are collected. All this information is vital to preparing for the next two phases that lead to job placement.

PHASE II

Phase II actually overlaps Phase I, but moves closer to targeting a job by dealing with employers, conducting mock interviews, real interviews,and self-directed job search activities.

The points in the "Required Behavior" outline introduced in Phase I are expanded now. For many clients whose only employers have been sheltered workshops (with a less than realistic work atmosphere), the role of The Employer is a mythical one.

No matter how open-minded, warm hearted, and civic minded an employer is, his first concern must be for the well being of his company or department. Thus, the handicapped person must be able to demonstrate that he can and will perform his duties to whatever standard is expected. Some "kind souls" will be open to the program for altruistic reasons: helping a disadvantaged fellow human being, giving them a job that leads towards self-sufficiency. But don't expect too many of this type.

The interest inventory, job application and resume are now brought into play in group job search activities. The job seekers explore the visible job market; Employment Development Office, City, County personnel offices, State and Federal employment offices, and the newspaper classified ads. Bolles' What Color is Your Parachute? is an excellent reference for job search, especially in tapping into the largest sector, the hidden job market where 85% of the jobs lie..

Assignments are given between class meetings. They must bring in three want ads they are interested in, and phone for an appointment. Trips are made to various employment offices. Resumes and master applications are taken along in case they are needed.

Mock interviews are arranged. The job developer invites agency staff or friends from outside to role play the employer. The clients take turns interviewing for the job, with group criticism following during the feedback time. Some of the interviews are videotaped. The playback can be compared with subsequent sessions, and progress noted. The video record is also useful for case workers to view after class.

Clients also interview each other, thus getting into the role of the "boss". Especially important is the job developer's feedback on appropriate topics of conversation during the interview, how to open and close the session, appropriate grooming and hygiene, and other normalization tips.

Clients are sent on job interviews towards the end of this phase, whether there is a firm possibility of hire or not. The job developer then calls the interviewer for feedback. This is relayed to the client for corrective action before the next appointment. The more interviews a client is involved in, the better. We have called to find a job already filled, but asked if they would interview one of our people anyway. We mentioned that if the new hire didn't work out they would have interviewed one of our people, and had the application on file. The strategy works.

The forty hours in Phase II often flow into the twenty hours alloted for Phase III. Higher functioning clients often move quickly into the third phase.

PHASE III

Now the job search begins in earnest. Twenty hours are devoted to individualized job search and placement activities. This phase integrates the classroom activities with the job market. The job search mechanisms mentioned Phase II are now actively engaged. The job search goes something like this:

Job developer and client look for a job in want-ads and other sources.

Job developer contacts employer and states interest in opening. He explains the Employment Project.

Job developer and client make a visit to the facility where the opening is available. Client completes application.

Client receives interview, if appropriate. Job developer explains the on-the-job training contract, and Federal tax credit programs.

Job developer follows up, giving feedback to client.

After hire, follow up program is explained and implemented.

The job developer usually makes an appointment, and gives the instructions to the applicant. He then goes to the facility separately, and tries to arrive before the client. He can then observe travel skills, punctuality, appearance, etc.

The job search phase is intended to be as self-directed as possible. No hand holding allowed. The job developer is a coach and an advocate, but is not a social worker. If the job developer does all the work, the placement will probably fail. The clients initially expect the job developer to produce magic. After a month, they begin to realize that getting work <u>is</u> work.

Most often clients who have only been employed in sheltered workshops have a lot to overcome. In our area, they usually worked short hours, with lots of breaks, basic education classes, recreation, and "down-time". They lack the stamina and experience of an eight-hour shift. Often the entry level job offered is weekends, or graveyard shift. They are afraid to work nights or weekends because they have little experience to go by. They must be willing to start at an entry level position on weekends or graveyard shift, in order to build up experience.

If the client has workshop experience only, the job developer needs to paint a very honest and graphic picture of what a real job is. Field trips are taken to observe other handicapped workers on the job. After a client has been placed and working for a month or so, he is invited back to share his experiences and serve as a mentor to those in transition. It is very important for each client to have a support team. Vital to his morale, this team should include parents or other family members, Board and Care providers, case workers or Rehabilitation counselors, and his fellow classmates. The clients learn to depend on themselves, not their caseworkers, as they work through the program towards independence.

LOCATING EMPLOYERS

The job developer works closely with the Department of Rehabilitation, a local Job Developer's Consortium, Employment Development Department, the Chamber of Commerce, and other local business groups. He seeks to know the "hiring influence" in the company, not always the boss or personnel manager, but often an influencial secretary, or trusted supervisor. A file card is kept for each potential employer. As people are placed, they are coded as positive hiring sites, and checked with frequency for additional openings. Ideally, well placed clients become the "stepping stone" for the next hire.

Often the job developer will not call about an opening on the first day an ad appears. The line will be busy anyway. He usually does not talk about one particular candidate during the initial call. At this point, he explains the program. He pushes the advantages of pre-screening, of sending only appropriate workers. In other words, he lets the employer know how valuable the program will be: it saves the employer's valuable time.

The job developer seeks jobs that are full time, with a decent salary, benefits package, and potential for growth. Several of the adults in Boatworks and CleanSweep have secured part-time jobs several days a week, while continuing training the other days. We are presently evaluating the future of this arrangement. In some ways it has not proven successful. The trainees resent being paid a lower production rate wage while at Stepping Stones. Their attendance has slackened, and behavior disruptions increased.

When an opening is targeted, the job developer refers all possible candidates for the job. He lets them compete with each other in the job market. That's the real world.

Most large corporations have clearly stated equal opportunity employment policies, and often have staff responsible for hiring minorities, including handicapped persons. One major corporation we know of in our city has taken five years to finially hire a hearing impaired person. It's a long road from that E.E.O. specialist to the department head who will ultimately do the hiring of "special" people. Maybe its not worth your time.

In our experience, a pattern has emerged that seems to indicate, even with a sampling of about twenty placements, that the smaller independent businessman who operates his own business may be the best type of employer for the job

ready person with developmental disabilities. Such a person is a decision maker and in close contact with his personnel needs and problems. He can quickly make a decision to hire, and move to integrate the disabled worker in his workforce.

It is far easier to get the attention and an appointment with the owner of a local laundry, delicatessen, or wholesaler than make contact with a division head of General Motors. The small businessman can be met personally through his local service club, merchants association, or just plain cold canvassing. Other methods would be through local newspaper feature stories, direct mail campaigns, or a human interest feature on evening television.

The job placement specialist needs to be mobile, outgoing, and very much attuned to a friendly but no nonsense approach to selling his "product", a trained, job ready person.

PHASE IV

The official follow-up program consists of approximately 20 hours. This is usually stretched over a 60 to 90 day period. If needed, we will keep in touch with a placement indefinitely.

The follow-up program works in several ways. It provides the employer additional support in case the new worker has problems adjusting to the new setting. We do not wait for a the employer to call us at crisis time. The job developer takes the initiative, and checks in frequently during the first month. He offers to meet staff and new worker at the employer's convenience, to mediate any problems.

Concurrently, he checks with the new worker at home and after work to see how he feels about the job. Often the handicapped person holds his feelings inside, and misinterprets words and gestures of his co-workers. He may say he understands a new assignment in order to please, but really does not understand at all.

The first month is crucial to a good adjustment and a future with the company. A future not only for the new worker, but for other handicapped persons as well. A satisfied owner of a small business may be your best advocate. He will mention your services to friends at the Rotary. He may be expanding, and need more custodians or warehousemen.

The 20 hours for follow-up consists of support to employer and worker in these areas:

on-the-job problem solving

adaptive devices

work performance standards

employee rights and reponsibilities

personnel policies

work adjustment issue

getting along with co-workers

break and lunch procedures

career advancement

performance review

Our follow-up program does not include "job coaching", a more intensive one-to-one strategy of actually accompanying the new worker on the job for a few days up to a month or more. Funding does not permit this type of attention. For this reason, clients enrolled in our program must be job ready, and require only minimal support after placement.

We are encouraged by the work of Paul Weyman, and others, showing the cost effectiveness of follow-up. The State of California Department of Rehabilitation has made several moves in this direction. First, they funded Stepping Stones for the demonstration program that is underway. They will be monitoring our work closely, with the possibilities of funding more employment programs statewide.

Additionally, the State, in February of 1985 initiated a program for follow-up services for Habilitation (lower functioning) clients. Up until now, there was no compensation to the Rehabilitation facility for hours spent in follow-up services. The new program is for clients placed in the competitive job market, and covers services the facility provides at the employment site. Clients must need the services to overcome adjustment problems. A formal plan must be approved, and a report completed monthly. Facilities are reimbursed at their regular work activity daily rate. This program should prove to be an incentive to sheltered workshops to move clients out to competitive jobs.

DISINCENTIVES

The job developer is aware of all the disincentives created by the Social Security Disability system. The Section 1619 Demonstration Program has been extended through June, 1987. The program attempts to allow an SSI disability recipient to retain SSI benefits and medicaid eligibility while earning above the $300 a month limit. The other disincentives the program attempts to address include:

* treating remuneration in sheltered workshops as earned income.

*termination of the deeming of parent's income and resources when a disabled recipient attains age 18.

*continued payment of benefits to certain individuals under vocational rehabilitation plans.

Section 1619 is considered the most beneficial to clients in rehabilitation facilities. It allows higher earnings for recipients, therefore encouraging them to work or to accept placement. The job developer often spends hours promoting a client, only to have him turn the job down because of the fear of losing SSI. The continued eligibility for medicaid even after earnings exceed the level allowed is especially helpful in placing severely handicapped persons into supported or competitive work situations.

For further information on Section 1619, contact NARF, National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, D.C. 20041. Ask for Brief No. 20A.

IN CONCLUSION

It is our finding that the most important skills we teach are in the work adjustment area. Vocational skills are secondary. Many of the skills learned are transferable to other service industries. For example, boat detailing skills are transferable to woodworking, housecleaning, housepainting, and motel custodial work. We have placed Boatworks graduates in all the above positions. Hours spent in teaching work skills are wasted if the client can't get to work on time, is lazy, dirty, or argumentative.

Over 25% of our trainees have been placed in full or part time jobs in the private sector. Placement statistics however, is not the name of the game. We look for job retention, not short term -high turnover positions, such as

the fast food industry. During the current pilot project, we will follow our client's progress as workers and begin to compile statistics on job retention. Four of our graduates have held their jobs for more than a year, and average $6 an hour plus benefits. Some of the jobs in which we have successsfully placed persons with developmental disabilities include:

* Yacht brokers: boat cleaners, boat detailers

* Federal jobs: building custodians, shelf stocking

* Hotel, motel industry: housekeeping department

* Hospital, medical: building custodian

* School districts: building custodian, grounds maintenance, food service

* Local businesses: warehouseman, custodian, food service, dishwasher, grounds maintenance.

The job developer uses the Association for Retarded Citizens on-the-job training tax benefits as well as the Federal targeted tax cerdit plan as incentives to hire the handicapped. He finds the small businessman is more apt to take advantage of these incentives than the major corporation who consider the incentives not worth the paperwork involved.

There are many exciting employment projects underway in across the United States. We wish to share information with others working in the field. We would appreciate your comments.

Finally, we turned to our own trainees in Boatworks and CleanSweep to ask the question: What so you think makes a person employable? What do you have to know, or how to you have to act to be ready to be hired for a job?

Shaun: Catch the bus.

Sally: Good attitude.

Laura: Don't act like a fool, like jumping around, acting silly. Act your age. You can't wear pajamas to work. You can't sleep on the job.

Paul: One thing you're not supposed to do is argue with the boss.

Pearl: You gotta get along with your supervisor.

Bob: Keep working, have a goal.

Tony: You have to have an interview. You have to know how to do the job first.

Carlos: You have to dress up a certain way. And don't smoke joints.

Marvin: You don't drink on the job.

Chester: You have to fix your hair.

Diane: You have to like your job.

Petar: You have to set your alarm clock.

Juan: You don't get mad.

Stacey: Be nice and kind to other people.

Kevin: You have to know what kind of job you're going for. Be presentable. Can't talk like you talk in the street.

Eric: Work hard. Get an application.

Tina: Tell them I worked at Con Agra and got paid.

Monte: MONEY!

STEPPING STONES GROWTH CENTER

Project Employability

Eligibility Requirement List

1. Job Readiness

Must be job ready, and have demonstrated the ability to work at a productivity date of 50% or more.

a. Works at 50% or more_____
b. Does not work at 50%_____

2. Mobility

Able to use public transportation (A.C. Transit, BART, etc.) on his or her own.

a. has experience with using public transportation _____
b. capable of being travel trained to Stepping Stones Growth Center _____
c. has A.C. Transit, and/or BART I.D. card _____
d. can travel on public transportation during evening hours _____

3. Grooming and Hygiene

a. acceptable _____
b. non-acceptable _____

4. Social Behavior

Does client exhibit unacceptable social behavior?

a. acceptable _____
b. non-acceptable _____

5. Has client's attendance been acceptable?

a. yes ____
b. no _____

If no please explain:_____
_____
_____

6. Has client had any involvement with the criminal justice system?

a. yes _____
b. no _____

If yes, please explain_____
_____
_____

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7. What is client's attitude towards work?

   a. Good _____
   b. Needs Improvement _____

8. Does client agree to work any shift?

   a. Morning only: 7 a.m. to 3 p.m. or 8 a.m. to 4 p.m._____
   b. Mid-afternoon: 3 p.m. to 11 p.m. or 4 p.m. to 12 p.m. _____
   c. 11 P – 7 a; 12 a.m. – 8 a; weekends yes_____, no _____

9. Is client capable of using telephone in an emergency situation?

   a. Yes _____
   b. No _____

10. Can Client identify numbers such as addresses and bus numbers?

   a. Yes _____
   b. No _____

11. Has client received training in survival skills?

   a. Yes _____
   b. No _____

12. Is client on medication? And can it be self-administered?

   a. Yes _____
   b. No _____

13. Has client had any experience filling out an employment application?

   a. Yes _____
   b. No _____

14. Does client understand simple instructions within a reasonable length of time?

   a. Yes _____
   b. No _____

15. Does client possess the stamina to handle a normal work day?

   a. Yes _____
   b. No _____

16. Is client capable of handling own paycheck?

   a. Yes _____
   b. No _____

Project Employability

Areas of Job Interest

Check areas of job interest. This will be used to determing interest in employment career. Check 3.

1. housekeeping - office cleaner -(maid hotel) _____
2. janitorial _____
3. waitress _____
4. food service handler _____
5. laundry worker _____
6. assembly worker _____
7. bus boy/girl _____
8. kitchen helper _____
9. dishwasher _____
10. animal caretaker _____
11. packing _____
12. office help, such as answering telephones _____
13. truck helper _____
14. saw machine operator _____
15. building maintenance worker _____
16. grounds person _____
17. waiter _____
18. window washing _____
19. sales clerk _____
20. nurse's aide convalescent home _____
21. car wash attendant
22. photocopy operator _____
23. general laborer _____
24. furniture repairer _____
25. nursery garden operator _____
26. mail clerk _____
27. painter's helper _____
28. cook _____
29. grocery store worker _____
30. other _____

(10/84)

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches ☐ Citizen of U.S. ____ Yes ____ No

☐ Weight _____ lbs. ☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

(CONTINUED ON OTHER SIDE)

TOPS FORM 2888 (REVISED) LITHO IN U.S.A.

LAST FIRST MIDDLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING W TH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. T Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

ORDER BLANK

Please complete the following and return to:

Stepping Stones Growth Center
1720 Adeline
Oakland, Ca. 94607

Please send me:

_____copies of Learning to Work - $10 _____

_____copies of Boatworks and CleanSweep - $10 _____

_____copies of Employability Project - $5 _____

_____copies of Ready, Willing, and Able - $25 _____
25 minute videotape
VHS _____Beta_____

All orders prepaid, check, money orders only. Includes shipping.

Total $_____

Name_____

Agency_____

Address_____

City_____State _____Zip_____

* * * * * * * *

The Videotape "Ready, Willing and Able" tells the story of Stepping Stones' innovative programing for children and adults with developmental disabilities. Most of the vocational training takes place in work crews out in the community. Featured is a neighborhood recycling business, and the internationally famous "Boatworks" program. Produced by Sheryl Paton under a grant from Health and Human Services, Administration on Developmental Disabilities. Superfest 1985 entry.